



# Birches First School

*Believe, Grow, Succeed*



## Reading Policy

Reading is a vital skill that unlocks children's access to and learning across the whole curriculum. At Birches our aim is for our children to be taught to read with fluency, accuracy and understanding. This is achieved through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading!

*'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner*

Our aims for reading are to:

- Instil children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

## Our Teaching Philosophy

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we encourage our children to read as writers and write as readers!

The skills of reading are taught in a variety of ways and contexts. At times as explicit Reading lessons and at other times, discreetly through cross curricular tasks.

Each week children take part in;

Daily 'ERIC' time (Everybody Reading In Class)

A taught reading session – a blended approach of Whole Class and Guided Reading

Guided Reading

Daily phonics/spelling

Daily English lesson  
Daily end of the day class reader

### Whole Class Reading

During Whole Class reading sessions, teachers create an environment that stimulates the generation of ideas from quality texts where all ideas are accepted and valued. They will model good expression and the use of a 'performance' voice whilst reading to the children in lessons and whilst sharing whole class texts.

Whole Class Reading is structured around VIPERS, with each session focusing on a specific element or elements.

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence (KS1) Summarise (KS2)

A new text will be introduced with a focus on developing children's fluency. Echo reading (between adult and class, between groups and within pairs) supports children of all ages to increase their word recognition and fluency. Once children have become familiar with a text extract they are then encouraged to explore the vocabulary within the text, ensuring they have a good understanding of what is written as well as helping to extend their vocabulary for use within their verbal and written communication.

The following sequence of lessons will comprise of whole class discussion as well as group or individual tasks enabling children to develop and demonstrate their comprehension skills. Children will record their work in their Guided Reading Journal. Each session is recorded on a Whole Class Reading record.

Teachers follow a LTP of texts, carefully selected to reflect (where appropriate) wider learning within the curriculum, events in the wider world, children's interests and a broad range of genres (fiction, non-fiction and poetry) as well as build upon the reading experiences in previous years.

### Guided Reading

Children also take part in a Guided Reading sessions. Children will complete comprehension tasks during this time linked to either the class reader or their group reading text. Each week teachers will focus on a group (or groups) to target for fluency and verbal comprehension.

### Class Readers

During a daily Class Reader time teachers will bring a book to life, ensuring that children are exposed to a range of quality texts, genres and authors during their time at Birches to broaden their horizons. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

## Home Reading

All children have an individual reading book to take home with them to support their developing reading skills. Children who are working within the Phonic Phases will also have a Phonic Book matched to their current phase. Parents are invited to workshops as well as information being sent home to support parents in reading with their children. As children develop their reading and comprehension skills, they are encouraged to complete a book review or task before changing their book.

## Assessment of Reading

During Whole Class and Guided Reading time, teachers carry out ongoing assessments of children's reading skills which is used to inform subsequent sessions and, where appropriate interventions. Teachers read individually with children as often as they can to ensure books are accurately matched to their reading level and to carry out assessments of their comprehension skills. Home school diaries are used to communicate this with parents.

Rising Stars Reading tests are used termly to help support teacher assessments and Salford Reading Assessments provide a standardised score and reading age each term. For children who have exceeded the level of the Salford assessment tool, NFER assessments are used to demonstrate further progress.

January 2020